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| **Differentiated Instruction Three-Part Lesson Plan Template** |

### SUBJECT/Grade: English, Grade 12\_\_\_\_\_\_\_\_ Suggested Time: 75 minutes

### COURSE/Type/Code: ENG4U

LESSON TITLE: How does the particular form and style of the graphic novel lend itself to autobiographical writing?

Connection to CULMINATING ACTIVITY: The culminating activity for this unit is students writing their own autobiography. Studying different types of biographies will allow students to explore different mediums for writing about their own lives.

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| Planning Information: | | | | |
| |  | | --- | | **Curriculum Connections** | | **Overall Expectation(s):**  1. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  2. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | | **Specific Expectation(s):**  2.1 Identify a variety of characteristics of literary, informational, and graphic text forms and demonstrate insight into the way they help communicate meaning (e.g., quoted material is used in a literary essay to support the analysis or argument, and the thesis is often restated and extended in the conclusion; recurring imagery and/or symbols often help to develop themes in poems, stories, and plays; the structure of a son-net provides a framework for the poem’s content)  4.2 Identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively (e.g., describe the insights they gained into a short story after viewing a short film based on the story) | | **Learning Goal(s):**   * Start thinking about the particular elements of the graphic novel. * Identify how knowing the context for a novel can shape how it is read. * Be aware of how creating guiding questions for reading a text allows readers to get more out of a text. | | **Essential Questions:**   * What does a graphic novel communicate to the reader that a non-graphic novel could not? * What do we know about the writer’s context, how does this shape how we read their autobiography? * What tools can we create to ensure we are reading actively and learning from the form of a text? | | | | | |
| **Assessment and Evaluation** | | | | | |
| **Assessment/Success Criteria**  *Reading and Literature Studies:*   * Reflecting of Skills and Strategies:   4.1 Metacognition   * Understanding form and Style   *2.1* Text and Forms. | | | | | **Assessment Tools**:   1. Look over K-W-L chart at end of class and provide comments on the “L” section. 2. Have each group hand in guiding questions at end of period. Provide comments and feedback |
| **Differentiated Instruction Details** ⬩ How will you differentiate your lesson? Provide details | | | | | |
| **Knowledge of Students**  Differentiation based on student:  ◼Readiness ◼ Interests ❒ Learner Profile:  ❒ Styles ❒ Intelligences ❒ Other (e.g., environment,  gender, culture)  **Need to Know**   * Who in the class has read or studied graphic novels.   **How to Find Out**   * Use an exit card the class before this lesson to determine who is familiar with graphic novels   **Differentiated Instruction Response**  🞏Learning materials (content) ◼Ways of learning (process) ❒ Ways of demonstrating learning (product) ❒ Learning environment   * will be using graphic organizers, such as a K-W-L chart and placemats * Using a graphic novel to engage students different learning strengths. * Group work, interpersonal, intrapersonal, linguistic skills,  |  | | --- | | **Necessary Prior Knowledge & Skills**  Prior to this lesson, students will have:   * Studied what an autobiography is. * Some tools to understand, metacognition. This will be taught by using Bloom’s Taxonomy to teach students how to synthesis material and evaluate the important parts. Through this lesson, the teacher will also teach students how to ask questions that push their understanding of the ideas a text are communicating. The teacher will have also taught students what guiding questions are. * Some understanding of what *form* is, rather than *content*. * How to engage and consensus-based decision making. | | | | | | |
| **Materials & Resources**  **Materials:**   * K-W-L charts (Appendix A) * Placemats (Appendix B) * Introduction to Persepolis (Appendix C) | | **Agenda** *(to be listed on blackboard, in student language)*     1. Introduce Persepolis 2. K-W-L charts: Thinking about graphic novels and Iran 3. Introducing Guiding questions 4. Guiding questions for reading Persepolis 5. Reading the introduction to Persepolis | | |
| **Minds On (Hook)** ⬩ Establishing a positive learning environment  ⬩ Connecting to prior learning and/or experiences  ⬩ Setting the context for learning/ Sharing learning goals/essential questions | | | | **Connections**  L: Literacy  AfL, AoL: Assessment **for**/**of** Learning | |
| **Individually ⇒ K-W-L Charts**  Description of Steps/Task   1. K-W-L chart (see Appendix A)- **18 minutes**  * Students will be given a K-W-L chart and asked to fill out the ‘K’ section, responding to what they know about graphic novels and what they know about Iran * As a class students will have a chance to share what they know about graphic novels, and/or Iran * Students will be given a chance to reflect on what they want to know about graphic novels and Iran, and fill out the ‘W’ part of their chart. | | | | K-W-L charts will be collected at the end of class, and feedback will be given to student. The goal of the feedback for this section is to validate student’s former knowledge. (ASL)  I will walk around as students are filing out this activity to ensure that they are staying on task and prompt students who may be struggling with filling out their chart. | |
| **Action**  ⬩ Introducing new learning or extending/reinforcing prior learning  ⬩ Providing opportunities for practice and application of learning (guided > independent) | | | | | |
| **Home and expert groups⇒ Placemats : 40 minutes**  Description of Steps/Task  Placemats (see Appendix B): Using the student’s brainstorm of what they want to know about graphic novels and/or Iran we will formulate some guiding questions to consider while reading the book.   1. Before starting this activity the teacher will ask students to help remind the class of what guiding questions are, and why they are useful.  * The teacher will explain how the class is going to be divided into four expert groups, and that each of these groups are going to be asked to brainstorm what they want to learn on one of the following sections: graphic novels, Iran, graphic novels as a tool for autobiographical writing, graphic novels as a political tool, while reading Persepolis. Using this brainstorm, they will be asked to create guiding questions so that they can ensure they will learn something on this topic while reading the book. * Following this, the teacher will give the students some sample guiding questions in order to model the activity at hand. She/he will also model how to use the material generated in their brainstorm to create guiding questions. * Each student will receive a placemat with the sections “on graphic novels” “on Iran” “on graphic novels as a tool for autobiographical writing,” “on graphic novels as a political tool” * The class will be divided into home groups of four (using numbers) and expert groups of eight (using letters). * Students will meet in their home groups and assign each member a letter (A-D). * Students will then meet in their expert groups. * In their expert groups students will collectively use their brainstorm to create eight guiding questions for one of the placemat sections. The goal of these questions is to help guide their reading of Persepolis. * After creating their eight questions, students will return to their home groups and share their questions with other members of the group. Using consensus, each home group will pair down questions for each section to four. * Each group will hand in all 16 questions to the teacher for feedback. * Students will be handed out a photocopy of the introduction of Persepolis. They will be given 10 minutes to read it to themselves. | | | | Guiding questions will be collected for feedback at the end of class.  I will walk around as students are filing out this activity to ensure that they are staying on task and prompt students who may be struggling with filling out their chart. | |
| **Consolidation and Connection**  ⬩ Helping students demonstrate what they have learned  ⬩ Providing opportunities for consolidation and reflection | | | | | |
| **Individually ⇒ K-W-L chart**  After reading the introduction to Persepolis, students will be asked to spend the last 7 minutes of class filling out the ‘L’ section of their K-W-L chart. They will be instructed to keep this chart with them and continue filling it out as they read the novel. Students will hand in these charts at the end of class for feedback. | | | | K-W-L chart, to be handed in at end of class. | |
| **Accommodations/Special Needs:**   * The student who is a good verbal learner/contributor, but not good writer/special organizer, will be given the option of having a student in their group act as a note-taker. This student’s notes will be photocopied at the end of class. During the ‘expert groups’ part of the exercise they will have the option of using a voice recorder or a laptop to take notes (rather than using the placemat) * The students with dyslexia, who is unable to read the introduction of Persepolis in 7 minutes, will be given the opportunity to use a computer program that reads texts for students. | | | | |
| **Teacher Reflection on Lesson**: (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice) | | | | |
| Aspects that worked: | Changes for next time: | | | |